Standard			Benchmark			Criteria		Suggest	Best Data / Evidence				
Ltr	Name/Desc	#	Name/Desc	Ltr	Name	Key Questions		Weight	Existing	Observed	Reported	Surveyed	Narrative
B	**Professional Development**	1	**Collaboration**	a	**Staff participate in learning teams**	*Does the school have structures in place where teachers/staff work in learning teams that include multiple grade levels - including Pre-K and other feeder schools ?*							
	DESC?		Professional development is conducted with colleagues across the school on improving practice and the achievement of all students	b	**Staff collaboratively analyze student work**	*Do staff work together to adjust instruction based on on-going student performance?*							
		2	**Content and Pedagogy**	a	**Uses best-practices**	*Does professional development increase teachers' understanding of how students learn?* *Does professional development help teachers better differentiate instruction?*							
			Professional development emphasizes both content and pedagogy of teaching and learning	b	**Applies curriculum content**	*Do teachers have deeper content understanding due to professional development?*							
				c	**Induction/ mentoring/ coaching**	*Are new teachers inducted and supported in a manner than helps them be successful?*							
		3	**Alignment**	a	**Aligned**	*- Are professional development opportunities provided to meet identified individual/group staff needs?* *- Is professional development aligned with the school improvement plan?*							
			Professional development is aligned, job-embedded, and results-driven	b	**Job-embedded**	*- Are professional development opportunities embedded within the regular work day?* *- Are professional development opportunities structured to meet adult learning needs?* *- Do teachers/staff apply learning from professional development?* *- Do colleagues observe one another and provide feedback re: application of learning?*							
				c	**Results-driven**	*- Do colleagues observe one another and provide feedback re: application of learning?* *- Do student results suggest that professional development has had an impact?*							

School Improvement Framework

file: _IV - SchCommRel 20041206_1456

The school maintains active, positive relations with the families of its students and with the community in which it operates.

Standard			Benchmark		Criteria			Suggest	Best Data / Evidence				
Ltr	Name/Desc	#	Name/Desc	Ltr	Name	Key Questions		Weight	Existing	Observed	Reported	Surveyed	Narrative
A	**Parent/Family Involvement**	1	**Communication**	a	**Methods**	- *Are a variety of communication tools used on a regular basis?* - *Are opportunities provided for direct contact between the school and parents/family that take into consideration a variety of parent needs (parents' schedules, transportation, translations and child care)?* - *Does the school share the board-approved district and school parent involvement plans with parents and families?*							
	Parent/family involvement deals with the extent to which parents and families are supportive of, and are involved in, student learning and other school activities.		Parent/family communications with the school are two-way, onging, and meaningful.	b	**Diversity**	- *Does the communication system address issues of family diversity, including language, culture, economic status, and belief system?*		1					
		2	**Engagement**	a	**Volunteering**	- *Are those who are able to volunteer provided various opportunities to do so?* - *Is there a system in place to identify and utilize parents' interests, talents, and availability?*							
	Parent is defined as an adult that carries the primary responsibility for the child's academic, social and emotional development and well-being.		There is a systematic approach that encompasses a variety of activities/actions that engage parents/families as partners in helping students and schools succeed.	b	**Extended Learning Opportunities**	- *Does the school create opportunities for parents/families to learn about and become involved in curricular and instructional activities in school?* - *Is information provided about how parents/families can foster learning at home by giving appropriate assistance, monitoring homework, and giving feedback to teachers?*							
				c	**Decision-Making**	-*Does the school engage parents/families in school improvement planning and policy-making?Is there a Parent Compact and/or parent involvement policy at the school?*		1					

Standard		Benchmark		Criteria			Suggest	Best Data / Evidence				
Ltr	Name/Desc	#	Name/Desc	Ltr	Name	Key Questions	Weight	Existing	Observed	Reported	Surveyed	Narrative
B	**Community Involvement** The community at large is both supportive and involved in student learning and other school activities.	1	**Communication** Communications within the community are welcoming, visible and purposeful and take into account diverse populations.	a	Methods	*- Are a variety of communication tools used on a regular basis?*						
				b	Diversity	*- Does the communication system address issues of community diversity, including language, culture, economic status, and belief system?*						
		2	**Engagement** The school and community work collaboratively and share resources in order to strengthen student, family and community learning.	a	Businesses	*- Does the partnership extend the learning opportunities for students and relate expectations of the workplace?* *- Does the school work with businesses to obtain additional resources to support programs?*						
				b	Educational	*- Does the school work with educational institutions, and other organizations that offer educational programs, to supplement and extend learning opportunities for students?*						
				c	Community-based	*Does the school work with community agencies to coordinate social services for students and families?*						
				d	Methods	*Are community resources used to enhance educational opportunities? Are school resources used to support community programs? Is community input utilized in planning?*						

29

Strand Definition: The school has a system for managing its data and knowledge resources that is used to further student academic achievement.

Standard			Benchmark		Criteria			Suggest	Best Data / Evidence				
Ltr	Name/Desc	#	Name/Desc	Ltr	Name	Key Questions		Weight	Existing	Observed	Reported	Surveyed	Narrative
A	**Data Management** The school has policies, procedures, and systems for the collection, storage, analysis, and retrieval of its data and knowledge resources *Data can be defined as information about inputs, processes and outcomes.*	1	**Data Identification and Collection** The school has a process for the identification and collection of student and school information.	a	**Systematic**	- *Does the school use data to identify strengths and challenges?* - *Does the school use data to develop strategies to maintain strengths and address challenges?* - *Does the school collect data that shows who is (is not) learning and why?* - *Does the school use data to determine the effectiveness of strategies?* - *Does the school collect the appropriate data for identified groups and use it in the planning process? (see I.C.1.e and I.C.2.b)*							
				b	**Multiple Types**	- *Are multiple types of data collected (student achievement, demographics, perception, context/process, ...)*							
				c	**Mutliple Sources**	- *Is each type of data collected from multiple sources?* - *Are multiple years of data available from any given source?*							
				d	**Technical Quality**	- *Is the data reliable, valid and timely?*							
		2	**Analysis** The school connects and compare multiple types and sources of data.	a	**Supports Analysis**	- *Is the data collected, summarized and put into a form that can be analyzed?* - *Is the data analyzed?* - *Are multiple years of data aggregated, disaggregated and compared?*							
				b	**Supports Comparison**	- *Are multiple types and sources of data combined and/or compared in analyses?*							
		3	**Accessibility** The proper information and data is readily accessible to staff.	a	**Retrieveable**	*Do users, such as teachers, students, administrators, parents and community members have access to the data they need when they need it?*							
				b	**Security**	- *Is data secured (if appropriate) so that it is available only to authorized users?*							

Standard		Benchmark		Criteria			Suggest	Best Data / Evidence				
Ltr	Name/Desc	#	Name/Desc	Ltr	Name	Key Questions	Weight	Existing	Observed	Reported	Surveyed	Narrative
B	Knowledge Management	1	Reporting	a	User-friendly	- Is data reported in a user-friendly and easy to understand manner?						
			Data is reported in a user-friendly, timely and appropriate manner									
				b	Appropriate	- Is the correct data reported for the intended purposes/audiences?						
	The school engages in the collaborative use of data to support planning and improve the school's performance	2	Interpretation and Application	a	Dialogue about Meaning	- Do staff discuss the data they have, what it means, and what action it implies? - Is there a process in place to interpret/explain data that involves multiple members of the school community? '- Have various interpretations and explanations been considered?						
			Data is discussed in context to determine its meaning to inform, monitor and adjust teaching and learning.	b	Use	- Is information used to make decisions and determine actions at the school, classroom and student levels? - Is information used to monitor and evaluate the effectiveness of decisions and actions?						

31